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This study reports the outcome of an initial implementation of a California law permitting mentally gifted high school students to attend a junior college part time. The program procedure is described in terms of (1) selection and enrollment, (2) discipline, (3) books, (4) matters relating to high school graduation, (5) information for parents, and (6) student activities. Of 38 one-semester courses offered to eleventh and twelfth grade students, 13 were taken by 12 students from five instructors in spring 1968. At the end of the semester, student and faculty responses indicated that: (1) all 12 students passed all courses taken, (2) they liked earning college credit while enrolled in high school, (3) college teachers favored the program, (4) college teachers should visit high schools and give information about theprogram, (5) most high school students adjusted well to college life, (6) all administrators wished the program to continue with the same careful guidelines, (7) the program should be enlarged, (8) students found the courses beneficial, (9) most believed they did as well in college courses as they did in high school courses, (10) they did not encounter major problems in the transition from high school to college work, and (11) their social contacts with other high school students continued to be as satisfactory as before they enrolled in the program. Approximately 60 students are expected in the program in Fall 1969. (RM)

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ADVANCED PLACEMENT PROGRAM AT PALO VERDE COLLEGE

by

Theodore G. Twitchell

BACKGROUND INFORMATION

For several years, the Education Code of the State of California has permitted mentally gifted high school students to attend college part time. It was not until 1967, however, that the law was amended to include the following:

> 25503.5 "The principal of any two-year junior college may admit to the junior college as a special part-time student any 11th or 12th grade high school student whose admission is recommended by his high school principal. A principal of a high school may recommend high school students as a special part-time student pursuant to rules and regulations which may be adopted by the governing board of the district maintaining the high school. A principal of a high school shall not recommend a number of high school students in excess of 15% of the total number of 11th and 12th grade students enrolled in the high school at the time of recommendation.
>
> The attendance of the student at a junior college as a special part-time student pursuant to this section is authorized attendance and the student will receive credit for junior college courses which he completes in the same manner as if he were a regularly enrolled junior college student unless, upon agreement of the two districts, the student receives high school credit for the courses completed.
>
> Each special part-time student shall attend high school classes for at least the minimum school day." (Ch 1719)[1]

PLANS AND PROCEDURES

Because Palo Verde High School is immediately adjacent to Palo Verde College, transportation for students posed no major obstacles to the implementation of an Advanced Placement Program. Therefore, plans were made to explore the possibility of offering an experimental program during the spring of 1968. Administrators and counselors from the high school and college levels held exploratory meetings to determine the advisability of offering certain college classes for a limited number of 12th grade students at the high school.

Details of the plan were worked out in joint conferences. Finally, on January 9, 1968, the plan was presented to the Board of Education of the Palo Verde Unified School District and the board approved the implementation of the proposed

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Advanced Placement Program plan which read as follows:

ADVANCED PLACEMENT: PALO VERDE HIGH SCHOOL AND PALO VERDE COLLEGE

I. SELECTION AND ENROLLMENT

A. Only Palo Verde High School juniors and seniors petitioning for college classes or receiving a teacher's recommendation for the program will be considered.

B. After a teacher recommends that a student be admitted to the program in a specific subject area, the student's application will be reviewed, approved, or disapproved by a Palo Verde High School counselor.

1. No Palo Verde High School student will be accepted at Palo Verde College without written approval from the counselor and the principal.

2. The Palo Verde High School counselor will send a form to the college indicating whether the student has been approved for:

a. Credit for high school graduation
b. College credit

3. College and high school instructors will consult with each other about the adequacy of the background of the prospective student to complete successfully the college class of his choice. Any Palo Verde College instructor may refuse to accept a student who, in the instructor's opinion, is unprepared for the class requested.

C. Students will be regularly enrolled at Palo Verde College.

1. Records for those enrolling for college credit will be maintained in the following manner:

a. Transcripts will be kept in the Palo Verde College file as for all regularly enrolled students.

b. Transcripts will be forwarded without cost to Palo Verde High School at the end of each semester for the student's permanent record.

2. A statement of work completed for those enrolling for high school credit will be forwarded to the high school at the end of each semester.

II. DISCIPLINE

A. High school students assigned to Palo Verde College for specific classes will be treated as regular college students during that period.

1. High school students will not be allowed to return to the high school campus during the period when they are assigned to Palo Verde College.

2. When they are not assigned to college classes, e.g., Tuesday and Thursday and on Monday, Wednesday and Friday, they will be given the same freedom as that allowed for regular college students.

B. Students will follow the rules of the campus to which they are assigned.

C. The continuation of high school students in the Advanced Placement Program will depend upon their success in regular high school classes.

III. BOOKS

1. Palo Verde High School will pay for college textbooks used by high school students earning high school credits.

2. High school students earning college credit will pay for their own textbooks.

3. Parents will be advised in advance of these arrangements so that they may be aware of their responsibilities.

IV. MATTERS RELATING TO HIGH SCHOOL GRADUATION

A. Credits for Palo Verde High School Graduation

1. Contact hours at Palo Verde College will be rounded to 5 or to the nearest multiple of 5 for the purpose of giving high school credits.

2. Only those courses taken at Palo Verde High School will count towards honors at Palo Verde High School. Those courses taken at the college for high school credit will be counted in determining grade point average. If a student is on a 4 or 5 period minimum day because he is attending college classes to gain college credit, honors will be based on the grade point average earned in the student's courses taken at the high school.

3. California Scholarship Federation--College Courses (California Scholarship Federation Handbook): "In view of the fact that many high school students are now taking college courses for college credits and it does not seem right to penalize them for taking advanced work, the Board of Directors has formulated the following schedule regarding the awarding of CSF points for grades earned in such classes. It should be noted that these college courses must be in place of one or more high school subjects in addition to a normal maximum high school class load."

Schedule for college courses taken by a high school student:

Units of College Credit Granted	Points Toward CSF Grade A	Grade B
5	5	3.3
4	4	2.7
3	3	2.
2	2	1.3
1	1	.7

V. INFORMATION FOR PARENTS

Parents of those students being considered for this program will have the foregoing information explained in a mimeographed letter. Before a student enters a program, he must return the letter signed by his parent and himself. The letter will be placed in the student's permanent record. Returning the signed letter does not automatically insure admittance to the program for the student.

VI. STUDENT ACTIVITIES

Students in this program are ineligible to purchase Palo Verde Junior college Associated Student Body cards. Students in this program are not eligible to participate in college activities not open to other Palo Verde High School students.[2]

COURSES OFFERED FOR PALO VERDE HIGH SCHOOL STUDENTS DURING SPRING 1968

The Board of Education of the Palo Verde Unified School District approved the following courses proposed for the Advanced Placement Program on January 9, 1968:

Basic Aeronautics
Animal Husbandry
Agricultural Marketing
Farm Machinery
Art History & Appreciation II
Life Science Survey
Introduction to Business Law
Typing II
Typing III & Machine Transcription
Office Procedures
Shorthand II
Shorthand III
General Chemistry
Special Problems of Chemistry
Introduction to Education
Communication Skills
Orientation
Clothing Construction I
Western Civilization II
Political & Social History of USA II
American History
Man and His Cultures
Human Relations
Business Mathematics
Gasoline Power Units
Drive Line
Music History & Appreciation I & II
Health Education
Introduction to Physical Science
Criminal Law
Administration of Justice
First Aid
Americal Political Institutions
General Psychology
Human Behavior
Introduction to Sociology
Elementary Spanish II
Intermediate Spanish I

HIGH SCHOOL STUDENTS ENROLLED AT PALO VERDE COLLEGE

Teachers and counselors at Palo Verde High School distributed forms to 12th grade students, explaining the objectives and purposes of the Advanced Placement Program to be held at Palo Verde College during the spring of 1968. Students were asked to take these forms home and to discuss the contents with their parents. After a suitable time had elapsed, students were asked to indicate whether they were interested in taking classes during the spring semester. Following the screening process as outlined in the plan for the Advanced Placement Program, twelve students were officially enrolled in college classes for college credit during the spring semester. The student population was composed of nine girls and three boys. Eleven of the students selected only one course, and one student selected two. The courses selected by the high school students were as follows:

Art History & Appreciation II
Chemistry 40
Education I
History II
Home Economics
Mechanics 61B
Political Science 41
Psychology I
Sociology I

All Advanced Placement students were placed in classes with regular college students, and these classes were taught by regular college instructors.

During the course of the semester, college instructors were asked to keep the college administration advised of any difficulties that students in this program might be having. Only one instructor indicated that one high school girl was having academic difficulties. It must be remembered that these students were not primarily selected for their academic ability. They were considered on the basis of maturity and adaptability as well.

FINDINGS OF QUESTIONNAIRE TO ADVANCED PLACEMENT STUDENTS

At the conclusion of the semester work, questionnaires were distributed to high school students in this program to determine their opinions about their experiences. The questionnaire, called "Programs Initiated by Institutions of Higher Learning for High School Students of California," was answered by simply checking yes or no.

Although the limitations inherent in such questionnaires are obvious, it was felt that the results would be useful.

STUDENT CHECK SHEET

Questions	Yes	No
1. While you were enrolled in high school, were you able to take the college-level courses you wanted?	11	1
2. Were you permitted to enroll in as many of these college-level courses as you wanted?	4	8
3. Do you feel that college-level courses for high school students are worthwhile?	12	0
4. Do you believe that greater number of students of superior ability should participate?	12	0
5. Following high school graduation, do you intend to enroll in the college or university which you attended part-time before high school graduation?	6	6
6. Do you plan to be graduated from the college or university at which you enrolled before high school graduation?	5	7
7. Did you participate in college-level co-curricular activities before your graduation from high school?	1	11
8. Were your social contacts with high school students adequate when you were attending college-level classes part-time before high school graduation?	11	1
9. Do you feel that the teachers for your college-level classes were well qualified to teach high school students?	12	0
10. Did you enjoy being in classes with regular college students?	12	0
11. Do you think college-level classes for high school students help those students make a better adjustment to full-time college work?	12	0
12. Do you feel that your college-level courses gave you a chance to express your individuality?	12	0
13. Did the teachers of these college-level courses give enough individual attention to each student?	11	1
14. Do you feel that you had more freedom in college-level classes than you did in regular high school classes?	12	0

STUDENT CHECK SHEET

Questions	Yes	No
15. Did your college-level courses provide ample time for independent study?	11	1
16. Were your college-level courses more stimulating and challenging than your regular high school courses?	12	0
17. Do you feel that your college-level classes had less regimentation than your high school classes?	8	1 (3——no answer)
18. Was mixing with other pupils adequate in college-level classes?	12	0
19. Do you feel that there was too much repetition of high school subject matter in your college-level courses?	0	12
20. Did you receive sufficient counseling while you were enrolled in college-level courses?	10	2
21. Did you notice a change in attitude of regular high school students towards students taking college-level courses?	5	7
22. Was transportation to and from college-level classes a problem to you?	0	12
23. Do you feel that you did as well in college-level courses as you did in regular high school courses?	11	1
24. Do you feel that selecting college-level courses in high school forces a student to determine his college major too soon?	0	12
25. Did you receive full college credit for your college-level courses?	12	0
26. Did you finish the courses required for a high school diploma before you enrolled in college-level courses?	1	11
27. Did you encounter any major problems associated with your participation in this program?	0	12

Two students indicated that the change from high school study habits to college study habits was a major problem for them. One student replied that "at first a few of the freshmen 'punks' didn't accept our being there." Another student said that "meetings at the high school occasionally occurred at the same time as my college class."

Seven students liked the freedom and independence found in college classes and indicated that they most enjoyed this aspect of participating in college-level classes. One student enjoyed the fact that he knew what was to be done before it was due and that he had no worries about fitting different class studies together. One student indicated that the most enjoyable part of his college-level class was the interesting and challenging material. Other comments made by students included the following:

a. "My college class sustained my interest in school."
b. "I was able to acquire college credits towards my college degree."
c. "I found the teaching to be stimulating and interesting."
d. "I most enjoyed a greater choice in curriculum."
e. "I enjoyed working for my own benefit."

Students were asked to suggest ways for improving these programs and the following comments were received:

a. "I liked the program the way it is."
b. Four students would continue and expand the opportunity.
c. "I would permit students to take more courses."
d. "I would improve this program by not having the student bound to high school rules."
e. "Planning for this program should start in the 9th grade."
f. "College teachers should visit high school classes and speak to juniors and seniors about this program."

FINDINGS OF FACULTY QUESTIONNAIRE

Following the conclusion of the first semester of the Advanced Placement Program, college teachers were asked to evaluate the program through a simple check list. The results of this check list are given below:

FACULTY CHECK LIST

Questions	Yes	No
1. Do you feel that the high school students admitted to your classes did as well as regular college students?	4	1
2. Would you willingly accept advanced placement students from the high school in your classes next year?	5	0
3. Do you feel that this program should be expanded?	4	1
4. Have high school students in this program anxieties about college-level work? If so, please elaborate.	1	4

They fear the competition of college students.

FACULTY CHECK LIST

Questions	Yes	No
5. Have you any suggestions to improve the administration and coordination of this program? Have student talk with instructor before being admitted; clearer methods of reporting attendance.	2	3
6. Do you feel that the criteria used in selecting high school students for college-level classes were satisfactory in terms of the success of high school students in your classes? If not, do you have any suggestions? None.	3	2
7. Were your advanced placement students prompt in turning in long-term assignments?	5	0
8. Would you be willing to accept more high school students in your classes next year?	5	0
9. Was the social adjustment of the high school students in your class satisfactory? If not, please list difficulties. One student dida't adjust well.	4	1
10. Did high school students ever indicate that attending college-level classes prevented them from participating in activities at the high school level?	0	5
11. Was the class attendance of high school students satisfactory?	4	1
12. Do you favor allowing high school students the opportunity of taking certain college-level courses for high school credit?	5	0

In general, all members of the faculty at Palo Verde College considered the program successful. Teachers now look forward to receiving larger numbers of Palo Verde High School students during the semesters ahead. A recommendation was made to continue the careful screening process that was implemented during the spring semester.

ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN THE ADVANCED PLACEMENT PROGRAM

An analysis of the grades that high school students received in college classes shows that the grade range was from "A" to "D," with only one student receiving "D." The mean average of students' grades was 2.54 on a four-point scale, with an "A" receiving four points and a "D" one. The chart that follows gives the complete breakdown of grades by subject.

Student	Male	Female	Subject	Grade
A		X	Sociology I	B
B		X	Psychology I	B
C		X	Education I	C
D	X		Mechanics 61B	A
E	X		Mechanics 61B	B
F		X	History II	B
G		X	Home Economics 60	B
H		X	Art II	D
I		X	Psychology I	B
J	X		Chemistry 40	C
K		X	Education I	A
L		X	Political Science 41	C
			Sociology I	C

ANALYSIS OF STUDENTS' GRADES

Student A received a "B" in Sociology I, a college transfer course. During the semester this girl was enrolled in Sociology I at the college, she received A's in all of her high school subjects, which included: Civics, Elementary Teaching Aide, Physical Education, English Literature, and Clerical Practice.

Student B earned a "B" in Psychology I at Palo Verde College. This grade was

representative of this girl's high school grades during the same period. Her grades at the high school level were as follows: Algebra 2T, "C"; Home Economics IV, "A"; Physical Education, "B"; Civics, "B"; Annual, no grade; and Creative Writing, "A."

Student C achieved the grade of "C" in Education I, Introduction to Education. Her high school grades during the semester in which she was enrolled at the college were as follows: Physical Education, "A"; Bookkeeping I, "C"; Civics, "B"; Journalism I, "A"; Office Machines, "B"; and American Problems 2, "A." Her grade in Education I equalled her lowest grade given by a high school teacher.

Student D received an "A" in Mechanics 61B, a vocational course. This boy had pursued a largely non-academic program at the high school. His high school grades during the spring semester of his senior year at Palo Verde High School were as follows: Band, "A"; Physical Education, "C"; Civics, "C"; Journalism I, "A." It should be noted that this student received an "A" in Auto Essentials during the fall semester of his senior year.

Student E earned a "B" in Mechanics 61B at Palo Verde College. His high school grades for the same semester were as follows: Civics, "C"; Physical Education, "C"; Auto Shop, "A"; and Algebra 2T, "B."

Student F received a grade of "B" in History II at Palo Verde College. She earned A's in all of her subjects at the high school level during her senior year. The subjects that she took during the second semester of her senior year included: Physical Education, Civics, A Cappella Choir, Trigonometry/Analytical Geometry, English Literature, and Spanish 2.

Student G earned a grade of "B" in Home Economics 60, a non-transfer course at Palo Verde College. Her high school grades during the second semester of her senior year were as follows: Physical Education, "C"; Typing I, "B"; Home Economics III, "C"; Modern American Literature, "D"; Annual, no grade; and United States History, "D."

Student H earned a grade of "D" in Art History and Appreciation II, a transfer course at Palo Verde College. Her high school grades for the spring semester of her senior year were as follows: Physical Education, "B"; Algebra 2T, "C"; United States

History, "C"; Modern American Literature, "B"; and Chemistry, "C." Her low grade in Art History and Appreciation can be partially explained by an irregular attendance pattern, according to the teacher.

Student I received a grade of "B" in Psychology I, a transfer course at Palo Verde College. Her high school grades for the same period were as follows: French 2, "C"; Physical Education, "B"; Civics, "C"; and English Literature, "B."

Student J earned a grade of "C" in Chemistry 40, a transfer course at Palo Verde College. His high school grades for the second semester of his senior year were as follows: Physical Education, "A"; Biology, "C"; Civics, "C"; and English Literature, "B."

With the exception of "B's" in Physical Education and English Literature, student K received all "A's" in all other high school subjects during her junior and senior years. During the second semester of her senior year, she took Education I at Palo Verde College and earned an "A."

Student L received "C's" in Political Science 41 and Sociology I while she was enrolled at Palo Verde College during the spring semester of 1968. Her high school grades for the same period were as follows: Civics, "C"; Physical Education, "C"; French I, "B"; and Spanish 3, "C." These grades were significantly lower than the grades she received during her junior year and the first semester of her senior year. That her grades were lower may, in part, be attributed to more difficult subject matter. However, during her senior year this girl had an emotional involvement that was stressful.

PLANS FOR COMING YEAR

Teachers and administrators alike concurred in the opinion that the first semester of the program had been successful from the standpoint of the students. Plans for the coming year include permitting larger numbers of eleventh and twelfth grade students to enroll in college courses for which they are prepared. Careful screening of students, close articulation between the high school and the college, and student interest are considered to be the important guidelines for this program.

It is expected that not more than sixty juniors and seniors at the high school will enroll in this program for the fall 1969. It is quite probable that the number will be much lower.

SUMMARY AND CONCLUSIONS

Twelve students from Palo Verde High School successfully passed thirteen courses at Palo Verde College during the spring semester 1968. The results of questionnaires answered by teachers and students indicated that both teachers and students were satisfied with the program.

Palo Verde High School and Palo Verde College cooperated to work out all details of the program. The articulation of the program was a growth experience for everyone connected with the program.

In conclusion, the following might be pointed out:

1. That students like the idea of earning college credit while they are enrolled in high school.
2. That college teachers are in favor of the program.
3. That some students believe that information about the program should be given by having college teachers visit high school classes.
4. That most high school students adjusted well to college classes.
5. That the administration of the college, together with that of the high school, believes that the program should be continued with the same careful guidelines that were established for the initial semester.
6. That the program might be made available to larger numbers of high school students as long as the criteria for admission are met.
7. That students find the courses beneficial.
8. That most high school students believed that they did as well in college courses as they did in high school courses.
9. That high school students did not encounter major problems in the transition from high school to college work.
10. That the high school students' social contacts with other high school students continued to be as satisfactory as they were before the students enrolled in the program.

[1]Education Code Supplement, State of California, 1967

[2]Board Policy & Certificated Handbook of the Palo Verde Unified School District, Blythe, California, 1968